



Fennell Elementary

P. O. Box 427

Yemassee, SC 29945

Grades	PK-6 Elementary School	
Enrollment	248 Students	
Principal	Willie Coker	803-398-5591
Superintendent	Douglas E. McTeer, Jr.	803-943-4576
Board Chair	Mrs. Hannah B. Priester	803-943-4621

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	Excellent
2005	Below Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

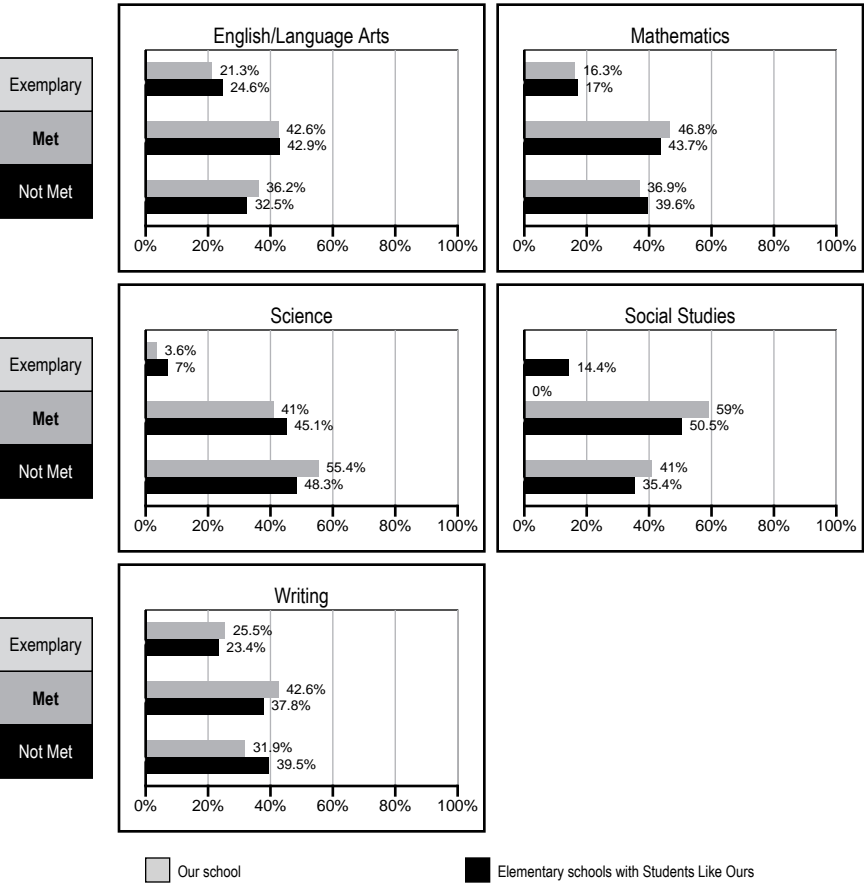
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	5	94	55	18

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=248)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.7%	Down from 4.1%	2.5%	1.9%
Attendance rate	96.6%	Down from 96.8%	96.1%	96.3%
Eligible for gifted and talented	2.7%	Down from 3.2%	4.3%	10.0%
With disabilities other than speech	2.5%	Down from 3.4%	8.1%	7.7%
Older than usual for grade	3.0%	Down from 3.4%	1.0%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=22)				
Teachers with advanced degrees	59.1%	Up from 52.2%	56.8%	59.4%
Continuing contract teachers	100.0%	Up from 87.0%	73.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.6%	Down from 93.1%	83.2%	85.9%
Teacher attendance rate	94.2%	Up from 93.5%	95.1%	95.1%
Average teacher salary*	\$48,581	Up 9.1%	\$45,608	\$47,149
Professional development days/teacher	9.3 days	Down from 13.0 days	10.9 days	11.1 days
School				
Principal's years at school	45.0	Up from 12.0	3.0	4.0
Student-teacher ratio in core subjects	12.4 to 1	Down from 12.8 to 1	17.4 to 1	18.8 to 1
Prime instructional time	89.9%	Up from 88.7%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Up from 36.7%	100.0%	100.0%
Character development program	Excellent	No Change	Good	Excellent
Dollars spent per pupil**	\$9,843	Up 8.5%	\$8,292	\$7,458
Percent of expenditures for instruction**	64.0%	Down from 64.4%	68.5%	68.8%
Percent of expenditures for teacher salaries**	60.1%	Up from 58.3%	62.2%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Fennell Elementary School is a family and community school, working and growing together with a productive PTO, a strong Improvement Council, and a supportive community. We are elated with the growing level of parental engagement and community involvement. It is our mission to continue partnership with parents and the community to provide an educational program within a positive learning environment and to promote a quality education for all of our students.

We are proud of our achievements for the 2008-2009 school year, which include extensive staff development in the area of writing; a school-wide discipline program; the purchase of eight Promethean Boards; a Reading Recovery/Intervention Program; a state of the art technology center; an after-school child care enrichment program; an after-school tutorial assistance program in math and reading; donations to purchase books for classrooms; a school-wide visit to Beidler Wildlife Forest; an improved outdoor classroom courtyard center; an improved vision to provide quality education; a reputable school climate and a beautiful school environment; a supportive PTO and SIC; a licensed daycare facility; and a greenhouse for gardening activities.

We are committed to quality education for all students. Therefore, we solicit your continuing support as we put children first.

Willie Coker, Principal

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	20	43	25
Percent satisfied with learning environment	100.0%	76.7%	83.3%
Percent satisfied with social and physical environment	95.0%	88.4%	80.0%
Percent satisfied with school-home relations	85.0%	71.4%	79.2%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress	YES
---------------------------------	-----

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	NI-DELAY
---------------------------	----------

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	147	100	36.2	42.6	21.3	82.3	77.7	82.8	Yes	Yes
Gender										
Male	64	100	38.3	45	16.7	83.3	73.7	79.3	N/A	N/A
Female	83	100	34.6	40.7	24.7	81.5	81.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	30	100	32.1	42.9	25	85.7	80.2	89.5	I/S	I/S
African American	116	100	36.6	42.9	20.5	81.3	75.6	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	36.1	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	78.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	118	100	39.8	39.8	20.4	80.5	73.7	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	147	100	36.9	46.8	16.3	73	72	78.9	Yes	Yes
Gender										
Male	64	100	41.7	41.7	16.7	65	68.7	77	N/A	N/A
Female	83	100	33.3	50.6	16	79	75.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	30	100	28.6	42.9	28.6	75	78.3	87.2	I/S	I/S
African American	116	100	38.4	48.2	13.4	72.3	66.3	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	37.7	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	85.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	118	100	38.9	46	15	69.9	65.8	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	86	100	55.4	41	3.6	44.6	60.4	67.5
Gender								
Male	38	100	N/AV	N/AV	N/AV	51.4	60.6	67
Female	48	100	60.9	32.6	6.5	39.1	60.2	68
Racial/Ethnic Group								
White	23	100	31.8	63.6	4.5	68.2	69.4	79.5
African American	63	100	63.9	32.8	3.3	36.1	51	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	5	I/S	I/S	I/S	I/S	I/S	30.5	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	59.6
Socio-Economic Status								
Subsided meals	70	100	58.8	38.2	2.9	41.2	52	55.1

Social Studies

All Students	88	100	N/AV	N/AV	N/AV	59	64.9	72.3
Gender								
Male	40	100	N/AV	N/AV	N/AV	62.2	64.1	71.5
Female	48	100	N/AV	N/AV	N/AV	56.5	65.8	73.2
Racial/Ethnic Group								
White	13	100	N/AV	N/AV	N/AV	50	71.5	80.7
African American	74	100	N/AV	N/AV	N/AV	61.4	60	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
Disability Status								
Disabled	5	I/S	I/S	I/S	I/S	I/S	33.8	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status								
Subsided meals	70	100	N/AV	N/AV	N/AV	59.1	59.8	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	146	100	31.9	42.6	25.5	68.1	64.8	70.2	96.6	95.9
Gender										
Male	63	100	40	33.3	26.7	60	56.1	63.2	96.3	95.7
Female	83	100	25.9	49.4	24.7	74.1	73.6	77.5	96.9	96
Racial/Ethnic Group										
White	30	100	28.6	42.9	28.6	71.4	67.8	79.1	93.2	94.9
African American	113	100	32.4	43.2	24.3	67.6	62.1	57.6	97.5	96.6
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.2	97.8	97.1
Hispanic	1	I/S	N/A	N/A	N/A	N/A	I/S	62.6	99.4	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	87.5
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	13.8	26.1	95.8	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	64.3	61.2	97.8	96.8
Socio-Economic Status										
Subsidized meals	116	100	35.7	41.1	23.2	64.3	58.3	58.9	96.6	95.7

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	30	100	24.1	44.8	31	75.9
	4	27	100	52	20	28	48
	5	46	100	31.8	52.3	15.9	68.2
	6	44	100	39.5	44.2	16.3	60.5
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	30	100	48.3	48.3	3.4	51.7
	4	27	100	32	44	24	68
	5	46	100	47.7	40.9	11.4	52.3
	6	44	100	20.9	53.5	25.6	79.1
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	14	100	64.3	28.6	7.1	35.7
	4	27	100	40	52	8	60
	5	23	100	N/AV	N/AV	N/AV	30.4
	6	22	100	N/AV	N/AV	N/AV	47.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	16	100	N/AV	N/AV	N/AV	13.3
	4	27	100	N/AV	N/AV	N/AV	76
	5	23	100	N/AV	N/AV	N/AV	57.1
	6	22	100	N/AV	N/AV	N/AV	72.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	30	100	41.4	34.5	24.1	58.6
	4	27	100	28	40	32	72
	5	45	100	25	50	25	75
	6	44	100	34.9	41.9	23.3	65.1
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample